

Science Curriculum Statement



Intent

Through Science we aim to ignite curiosity in our children; we want them to question why things happen and the way things work. We believe that a high-quality science education provides the foundations for understanding the world through biology, chemistry and physics content. Science has changed our lives and is vital to the world's future prosperity.

At Yealmpton Primary School:

- Science knowledge is explicitly taught ahead of 'hands on' experiences. Practical scientific experiments are carefully planned to enhance the children's understanding to gain deeper substantive knowledge, using disciplinary procedures.
- Oracy is promoted in the classroom to enable children to articulate their thinking using scientific concepts.
- Science is vocabulary-rich. Vocabulary is taught, understood and revisited.
- Science is taught regularly and learning is re-visited with children remembering more and knowing more.
- Children take ownership over recording their scientific learning.

Implementation

Lessons are well-planned and high-quality questioning has been developed as teachers have moved towards a whole-class teaching approach which is developing mastery across the subject. Science is promoted and evident through the school, with opportunities for Scientific discovery in our outdoor learning sessions. We also welcome visitors into school to enhance our experiences, including Energy Edd and Explorodome!

At Yealmpton Primary School:

- We use a clear progression of skills with links across the curriculum.
- Teachers are clear about previous and future learning with regular recaps to revisit prior learning.
- We embrace opportunities to promote Science across the school.
- Teachers receive Science CPD to support their subject knowledge.
- Lots of oracy opportunities in are planned in. Each unit focuses on a book or a poem to help promote literacy in all subjects and for children to develop their scientific understanding in a variety of ways.
- There is evidence of scientific enquiry and working scientifically through planning.
- Clear models are provided through the use of concrete materials and manipulatives.
- Teachers are using AfL through daily review and challenge misconceptions.

Impact

- Children at Yealmpton Primary School are exploring and being curious about the science around them, posing questions and being given opportunities to answer them.
- Children and teachers are connecting learning through re-capping, re-visiting and revising. Children are 'going deeper' in their learning and exploring higher order questions.
- Children are engaged in their learning.
- Teachers are asking questions to check understanding.
- Children can explain what they have learnt.
- Children are provided with feedback to help them move forward in their learning.
- Children are challenged and thinking is stretched through targeted higher-order questioning.
- Children are provided with application tasks.
- Children are resilient and resourceful.

